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ABSTRACT

In spring 1994, New Mexico State University's two-year campus at Grants (NMSU-G) initiated several projects to prepare for a 1998 accreditation visit. This report describes the following projects undertaken to gather data for the accreditation self-study document: (1) a fall 1993 focus group with students, detailing institutional strengths, areas of concern, and suggestions; (2) a spring 1994 retreat of faculty, staff, and community members, focusing on strengths and concerns and the development of an institutional vision for the year 2000; (3) an October 1995 meeting between staff and approximately 12 students to discuss NMSU-G's strengths and weaknesses; (4) fall 1995 surveys of students and faculty, describing findings related to the quality of instruction, student services, and facilities; (5) a fall 1995 survey of local citizens, highlighting attitudes regarding NMSU-G's administration and facilities; (6) a fall 1995 staff survey regarding programs, administration, instruction, and employee morale; (7) a fall 1995 mail survey of community perceptions of NMSU-G; (8) a fall 1994 student survey regarding the quality of student services; (9) a February 1996 staff retreat to develop a vision statement for the year 2000; (10) a College Assessment and Planning Process report completed in spring 1996 developing four Action Plans; and (11) a summer 1996 telephone survey of community members' perceptions of the college. Survey instruments and respondent comments are included for selected projects. (MAB)

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NEW MEXICO STATE UNIVERSITY AT GRANTS INSTITUTIONAL RESEARCH PROJECTS

COMPLETED 1993-1996 as part of THE INSTITUTIONAL SELF-STUDY in preparation for NORTH CENTRAL ASSOCIATION ACCREDITATION VISIT of 1997-1998

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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INTRODUCTION

In the Spring of 1994, the faculty and staff of NMSU-Grants launched its preparations for the 1998 accreditation visit of the North Central Association of Colleges and Schools. A major part of those preparations was an environmental scan of the Grants Branch institution and community. The contents of this document contain the summarized results of these projects. Information obtained from these research projects was used to prepare the self-study document, and to develop functional and institutional action plans for bringing about improvement of the institution.

INSTITUTIONAL RESEARCH PROJECTS
NMSU-GRANTS
1993-1996

LIST OF RESEARCH PROJECTS

1. Focus Group with Students ..... Fall 1993
2. Focus Group ..... Spring 1994
3. Meeting with Students ..... October 1995
4. Student Survey ..... Fall 1995
5. Faculty Survey ..... Fall 1995
6. Survey of Local Citizens ..... Fall 1995
7. Staff Survey ..... Fall 1995
8. Community Mail Survey ..... Fall 1995
9. Student Services Survey ..... Fall 1994
10. Results of Alpha Group Retreat ..... Spring 1996
11. CAPP Final Product ..... Spring 1996
12. Telephone Survey ..... Summer 1996

MEETING OF STUDENTS WITH THE CAMPUS DIRECTOR
9 NOVEMBER, 1993

On Tuesday, 9 November, I met with a number of students for 90 minutes in an open forum. The students identified what they perceived to be some of the college's strengths and concerns, and made some suggestions for improvement. They also asked me to pass on their appreciation to certain faculty and staff. Those individual messages will be delivered in separate notes.

Strengths

1. Helpful knowledgeable staff.
2. Student-oriented instructors.
3. Positive attitudes of instructors.

Concerns

1. Need for daycare facilities.
2. Need for food service.
3. Need for a place for students to eat during Elderhostal lunches.
4. Noise in the library from students on the landing.
5. Wish for a place to walk or jog.
6. Problems with the bookstore: long lines; being forced to buy used books; not buying back books.
7. Temperatures in classrooms: some too hot, some too cold.
8. Need for cultural events related to specific minority groups.

Suggestions

1. Wish for more P.E. classes: line dancing was specifically suggested.
2. Wish for more recreational activities for students: use of gym and basketball shooting were specifically suggested.
3. Fix the plumbing in the ladies room upstairs.

REPORT OF THE PROCEEDINGS

OF THE

FACULTY, STAFF, AND COMMUNITY FRIENDS

OF

NEW MEXICO STATE UNIVERSITY-GRANTS CAMPUS

MILAN, NEW MEXICO

JANUARY 29, 1994

INTRODUCTION

On Saturday, January 29, 1994, employees and friends of New Mexico State University at Grants met in a retreat to review strengths and concerns related to the college and to develop a vision statement for the year 2000. The day-long event featured small group discussions between employees and visitors from the Grants/Cibola County School District, representatives from local pueblos, and local residents. A list of attendees is shown in Attachment 1. This document contains a summary of the proceedings of this retreat.

The purpose of this report is to faithfully reflect the statements of attendees, not to ascertain feasibility. Some actions suggested by this group can and should be implemented immediately. Other ideas may form the basis of a long-range institutional development plan. Of course some suggestions are unfeasible because of expense or legal limitations, and some ideas are already being implemented. Description of strengths, concerns, and vision statements are organized by institutional functional areas.

STRENGTHS

Instruction

All groups identified well-qualified and dedicated faculty as a strength of the college. Instructors were described as well-trained, dedicated, caring, involved with students, and involved in professional development. Other factors identified as instructional strengths were the flexibility and variety of courses, outreach activities, the variety of instructional methodologies, the employment of current technologies, and the dedication of many well-qualified part-time faculty. Effective articulation, small classes, and institutional technical support were also cited as contributing to effective instruction at the branch.

Student Services

A focus on staff support for student success was the theme of all groups processing strengths related to student services activities. Specific positive factors identified were effective communications between student services and faculty, ready availability of scholarships and scholarship information, student orientation of staff, competency in handling student problems, improved advising, and effective career service activities.

Physical Plant

All groups identified the physical facilities of the college as beautiful, clean, and well-maintained. Attractive grounds and flowers were also mentioned. The groups described the physical plant as peaceful, calm, and inviting; a place in which students, employees, and local citizens could take pride. Other positive aspects of the physical facilities were parking, the theater, the gym, and available room for expansion.

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Relationship with the Community

The college was described as an integral part of the total Grants/Cibola County community. Relations with the public school system were considered to be generally good and improving as were relationships with local pueblos. Faculty and staff involvement in local activities were considered positive, along with support from the press. Strong relationships were identified between the branch and Corrections Corporation of America, the Department of Labor, Western New Mexico Correctional Facility, and many local employers. Specific strengths which were named by the groups included support for plays and other activities, the Adult Learning Center, the Elderhostel program, and Community Education.

Administration

The administrative staff was described as visible and accessible to students, faculty, and staff. They exhibited a positive outlook and a focus on student and community needs. One group stated that administration was supportive of professional development and worked to empower faculty.

Adult Education

The high quality of the adult education staff was cited as a strength by several groups. The staff was described as service oriented, warm, and caring. Specific activities described as strengths were the literacy program, student workshops, the return of GED testing, outreach activities, and the ESL program.

Other Strengths

Other institutional strengths defined by the workgroups included improving faculty morale, a hard-working, caring staff, and improved communications within the college.

CONCERNS

Instruction

Instructional concerns included relatively low faculty salaries, loss of concurrent enrollment, the extended registration period, unavailability of textbooks, and the need for more regular and part-time faculty. Fewer preparations would enable faculty to concentrate more effectively on their courses. The need for additional courses, including upper division and graduate courses, was identified as a need for the area. One group expressed a need for greater diversity among the faculty.

Student Services

The general feeling of the groups was that student services might require additional personnel to effectively conduct its business. Confusion of new students during registration, lack of counseling services, lack of support for diversity, and ineffective explanation to students of the College Placement Tests were specific areas of concern. One group believed that Student Services could do a better job of communication the wide variety of its services to students, to the public, and to college employers, and that better advisement procedures could be set in place.

Physical Plant

The chief complaint of all groups was ineffective heating and air conditioning control system in the Walter K. Martinez Building. Other problems which were identified were settling of the building, noise concerns in the library, smoking, lack of soap in the bathrooms, under-utilization of the gym, and after hours access.

Relationship with the Community

One group felt that minorities were not offered appropriate programs. Other concerns focused on inadequate communications or marketing between the college and the local schools, and the college and the community. Specific areas of concern included lack of child care facilities, greater media exposure, negative perceptions by some local citizens, and the need for greater promotion of Elderhostel, Continuing Education, and ABE. One group expressed a need for greater community involvement by administrators and staff. The need to develop a greater understanding (perhaps by means of surveys) of our students and the community was also expressed.

Administration

The groups identified a number of concerns related to administration. They felt there were too many administrators and too few (and underpaid) clerical staff. Two groups noted poor communications between administration and staff but also felt that too many memos contributed to a "paperwork overload". It was stated that administrative deficiencies led to a number of problems in such areas as student advisement, transmission of phone messages, notification of student drops, and coordination with the library. One group suggested that administration should be more proactive and that surveys should be used to ascertain the results of actions.

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Adult Education

Much of the concerns about adult education centered around inadequate funding for the program. Inadequate money was available to encourage adult (including senior citizen) participation. Outdated equipment was in use. One group felt there was a misfit between the needs of the community and resources available. Signage was identified as inadequate.

Other Concerns

Other concerns identified by the groups included the need for child care, food service, faculty of color, and campus security. The scheduling of rooms and classes could be improved. Communications with public agencies could be improved particularly as related to the availability of services.

MISSION 2000

The latter half of the retreat was devoted by the groups to the development of a vision of what they might hope the institution would look like in the year 2000. The same functional headings employed in the strengths and concerns statements were used in this portion of the exercise.

Instruction

In the year 2000 at NMSU-Grants, the curriculum would be based upon a clear understanding of the needs of the community, including students and local businesses, new instructional modes, including distance learning, and computer-interactive learning.

A "seamless" education system would be devised so that a student might move smoothly from the Grants/Cibola County School system, through the curriculum at NMSU-Grants, and on to either employment or a four year institution. One group envisioned bachelor degrees and graduate offerings at the college. Some of the new curricula suggested included a teaching day care center, fine arts, nursing/public health, Hispanic studies, medical technology, and a Nanny program. Alternative education for advanced high school students might be provided.

Student Services

By the year 2000, Student Services was envisioned as working more closely with public agencies such as the employment office. Job placement services would be more effective, featuring closer coordination with employers and students. Better marketing of services was also envisioned. New services such as day care, food service, counseling for graduate students, transportation, telephone registration, and a Hispanic student organization were suggested.

Physical Plant

By the year 2000 it was expected that all facilities would be in compliance with ADA and other requirements. Smoking, alcohol, and drugs would be eliminated from the campus. Heating and cooling problems would be resolved. Preventive maintenance would be the order of the day. New facilities suggested would include areas for physical education activities (swimming, courts, and track), a new library, day care, food service, convention center, study rooms, and a music room. New equipment suggested included lockers, a telescope, a gas kiln, opaque projectors and lithography equipment.

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Relationship with the Community

The relationship between the college and the community would have evolved by the year 2000 into a more synergistic model. The concept of a "seamless' education system was again discussed. NMSU-Grants would become the college of choice of many local high school graduates. Close coordination would exist between the college and local agencies (employment, food stamps). Improving relations with the community would be dependent on more effective marketing and the new and improved programs described earlier. Closer cooperation would exist between the college and local employers. A combined college community/public school library system might be built.

Administration

By the year 2000 the college would more accurately reflect the gender and ethnic culture of the Grants/Cibola County community. Participative decision making would be the order of the day. Better forms of communication (internal and external) would be employed. Administration would provide leadership for the evolvement and growth of the college. Additional clerical support would be provided for the growing college.

Adult Education

Full finding for adult education classes would be restored. More classes would be in the program. An attempt would be made to encourage every adult in the county without a high school diploma to complete the GED. Additional ESL courses would be provided, and a specialist in learning disabilities would be employed. Transportation might be provided.

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REVIEW OF MISSION STATEMENT

One group reviewed the NMSU-Grants Mission Statement. Comments and suggestions provided by this group are shown below. It is feasible to incorporate several of these ideas into a revision of the mission statement.

The mission of New Mexico State University-Grants Campus is to provide quality instructional and supportive programs at the lowest feasible cost to persons within Cibola County. These will be provided to eligible persons without regard to age, color, disability, gender, national origin, race religion, sexual orientation, or veteran status.

To accomplish this, NMSU-Grants Campus will focus on the following:

Improving instruction
Improving curriculum
Improving the transfer process
Improving a comprehensive student support program
Improving local economic development
Improving administrative support
Improving physical plant operations

Group comments related to the various aspects of the mission and purposes statement are shown below.

General Comments

-Change the wording from "improving" to "enhance".

Instruction

-Expand cooperation education opportunities for students.
-Incorporate exit exams for students completing their education at NMSU-Grants.
-Offer opportunities for post-bachelor and upper division studies through main campus.

Curriculum

-New programs should be added to train students even if it means the employee starts at minimum wage.
-Find ways to add new programs to the curriculum in order to train students for local needs such as health care.

Student Support

-Work to generate scholarships for part-time students and those taking graduate courses.
-Incorporate a student book loan program for students waiting for financial aid.

Local Economic Development

-Hold business/college open forums for different segments of business and industry.
-Hold more public forums to allow more community input.
-Improve opportunities for business service training.

Admissions

-Reduce the time required to receive financial aid.
-Survey input should be expanded to the tribal offices.
-Survey results should be publicized more within the community.
-More community activities on campus.
-Address different areas with marketing efforts.
-Market courses by giving more detail than just titles.
-Hold community forums at least annually.

ATTACHMENT 1
LIST OF ATTENDEES

Dorothy O'Neal
John Carpenter
Cecelia Perrow
Bernadette Montoya
Patricia Strange
Mike Perrow
Eulogio Chavez
Tom Dixon
Mary Heberling
Joanna Torrez
Reina Delgado
Martin Bayang
Kennie Warren
Carleen Salvador
Tim Sarracino
Eddie Roberts
Anthony Silva
Tom Jackson
Jerry Garcia
Betty Habiger
Richard Danek
Elaine Johnson
Lillian Martinez Mack
Barbara Rawdon
Ron Jernigan
Fred Wilding-White
Ida Chavez
Paula Welsch
Nadine Scala
Rhoda Lynn
Mike Toler
Pat Dailey
Bob Malone
Ingrid Harvey
Phil Jack
Shirley Rieck
Mike O'Connell

Meeting with Students
Wednesday, 18 October, 1995

A group of students were invited to meet with the Campus director and other staff members on Wednesday, 18 October, 1995. Approximately one dozen students gathered to discuss various aspects of the college, focusing on things that work, concerns, and ideas for improving the branch. The discussion was friendly and productive.

Things that Work

The student group expressed almost unanimous approval of the various competitions related to the October Activities Month. They approved of the growth of student clubs, and they liked various student-faculty interactive activities. They felt that the Elderhostel process was improved by the addition of table signs warning students that Elderhostel attendees would be using the lounge on given days.

Concerns

The number one student concern was lack of an indoor smoking area. They perceived that the enrollment of high school students was a problem because of shortages of vocational training space and perhaps because of safety issues. They noticed an increase in graffiti during the current semester. Students felt that bathroom plumbing and occasional lack of hand soap in dispensers were minor irritants. Students expressed concern for faculty or incomplete communications between the branch and main campus, and between the branch and the Navajo JTPA program managers. Students voiced a desire for a larger bookstore and for expanded bookstore hours.

Ideas

Several suggestions were generated by the focus group. Without being specific, students asked for more facilities space. They wanted on-campus day-care services. Students also expressed a desire for lockers on campus. They requested that more trees be planted on campus grounds. Again without specificity, students expressed a desire for new science equipment and for an expanded curriculum.

NMSU - GRANTS
Student Survey
Fall 1995

INTRODUCTION

During the Fall 1995 semester, as a part of its accreditation self-study process, NMSU-Grants conducted a survey of students. The purpose of the survey was to ascertain important aspects of the college, including facilities, student services, instruction, and scheduling. Forty-nine students responded to the 75 question survey.

RESULTS

Instruction

Respondents rated the attitudes of instructors as average to excellent, with no below average ratings. Three below average ratings were made as related to non-instructional staff. Math instruction was rated as excellent by 24 respondents. Instruction in English, science, social science, and business were generally rated as average to excellent, as was vocational instruction. Students cited the overall quality of instruction on campus as average (14 responses), above average (18 responses), or excellent (13 responses). Three students felt that overall quality of instruction was below average. They provided similar responses to the quality of instruction in their majors.

Student Services

Nearly all respondents evaluated advisement at average to excellent. With only a few below average citations, most students similarly rated the registration process and financial aid services as good to excellent. Most respondents were familiar with the career advisement service, and about half had received career advisement services. About one third had visited the career office more than two times, twenty respondents had never visited career services. Of 36 respondents who had visited career services, 27 felt they had received adequate attention.

Of 48 respondents, 42 indicated that the registration process was properly explained to them, and that they were properly assisted in the admissions process. Nearly all felt that advisors were sufficiently available and that they were being properly advised. Most respondents similarly believed that advisors were concerned about their academic progress, that advisors helped them understand what was needed for graduation, and that they received adequate financial aid information. Forty-three of 46 respondents stated that they (the student) accepted responsibility for decisions made in advisement meetings.

Facilities

Students generally considered the condition of campus facilities to be average to excellent. This attitude was reflected in student responses related to the condition of classrooms

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and the condition of grounds. A few negative responses were received related to heating and air conditioning and to roads and parking lots.

Marketing

A number of questions focusing in marketing issues were included in the survey. Students generally favored the convenient (in-town) location of the campus. They indicated that they were attracted to the campus by recommendations of parents and friends, the variety of programs, and the quality of programs. Very few students came to NMSU-Grants because of newspaper advertisements or because of recommendations by high school counselors.

Educational Objectives

Respondents expressed a variety of educational objectives. Thirty-two wanted to earn an associate degree; thirty wished to improve employment skills. Twenty-seven respondents wanted to take courses for personal growth or knowledge, while 24 students planned to transfer to a four-year institution and 26 planned to earn a certificate.

STRENGTHS

1. Students generally rated highly the quality of instruction they were receiving at NMSU-Grants.

2. Positive ratings were typically provided by students for the various services provided by the student services office.

3. Most students rated the college's various facilities as good to excellent.

CONCERNS

Careful review of this student survey reveals several concerns:

1. About one fourth of the students who visited career services indicated that their objectives (for the visit) were not satisfied, and that sufficient time was not spent with them by staff.

2. Very few students indicate that they are referred to NMSU-Grants by high school counselors.

3. Ten of 48 respondents indicated that the bookstore is below average or poor.

4. Several students indicated by comment that they were unhappy with the high number of courses cancelled at the beginning of each semester.

NMSU-GRANTS SURVEY OF PRESENT STUDENTS
Fall 1995 Results

PART I

	Question	5	4	3	2	1	Avg
1.	I consider the condition of the classrooms:	18	10	21	–	–	3.9
2.	I consider the condition of the roads and parking lots:	5	15	19	8	1	3.3
3.	I consider the condition of the grounds:	11	18	20	–	–	3.8
4.	The attitude of instructors on campus is:	21	21	7	–	–	4.3
5.	The attitude of college staff is:	12	25	9	3	–	3.9
6.	The heating and cooling of the building is:	7	11	22	7	2	3.3
7.	I consider the racial harmony on campus:	13	16	19	1	–	3.8
8.	I consider student advisement:	15	17	16	1	–	4.2
9.	I consider the registration process:	14	18	14	2	1	4.1
10.	I consider financial aid services:	15	12	17	5	–	3.75
11.	I believe the English instruction:	14	16	13	–	–	4.0
12.	I believe the math instruction:	24	13	10	1	–	4.25
13.	I believe the science instruction:	8	7	17	2	–	3.6
14.	I believe the social science instruction:	5	10	17	–	–	3.6
15.	I believe the business instruction:	12	8	16	–	–	3.9
16.	I believe the vocational instruction:	12	11	17	–	–	3.9
17.	The overall quality of instruction on campus is:	13	18	14	3	–	3.9
18.	In general, I consider the bookstore:	6	14	18	7	3	3.3
19.	The Snack Bar is:	12	12	18	2	2	3.65
20.	The services provided by the library are:	12	12	15	2	–	3.8
21.	The computer labs on campus are:	18	14	10	3	–	4.0
22.	The Tutoring Center is:	8	19	15	2	1	3.7
23.	The social activities on campus are:	6	12	18	6	–	3.4
24.	The overall quality of instruction in my major is:	11	14	14	2	–	3.8

Note: Where 5 is excellent and 1 is poor.

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PART II

	Question	5	4	3	2	1	Avg
25	The reason I first decided to consider attending classes at NMSU-Grants was newspaper advertisements.	5	4	13	7	19	3.2
26	The reason I first decided to consider attending classes at NMSU-Grants was school counselors.	3	7	10	5	23	3.3
27	The reason I first decided to consider attending classes at NMSU-Grants was parent's recommendation.	6	15	8	5	14	3.6
28	The reason I first decided to consider attending classes at NMSU-Grants was recommendation of a friend.	10	9	8	4	10	3.8
29	The reason I first decided to consider attending classes at NMSU-Grants was.	12	8	3	3	14	
30	The main reason I enrolled in class at NMSU-Grants is quality of programs.	5	26	9	2	6	3.8
31	The main reason I enrolled in class at NMSU-Grants is variety of programs.	8	26	8	–	6	4.0
32	The main reason I enrolled in class at NMSU-Grants is location of the college in the local area.	22	17	2	4	2	4.9
33	The main reason I enrolled in class at NMSU-Grants is low tuition rates.	13	11	11	4	8	3.8
34	The main reason I enrolled in class at NMSU-Grants is influence of parents.	10	10	10	5	13	3.7
35	The main reason I enrolled in class at NMSU-Grants is influence of friends.	8	10	11	1	10	3.8
36	The main reason I enrolled in class at NMSU-Grants is:	11	7	1	2	18	
37	My education goal right now is to take a few courses for personal growth, knowledge or interest.	14	13	10	2	8	4.0
38	My education goal right now is to take enough courses to transfer to a 4 year degree program.	8	16	10	4	7	3.7
39	My education goal right now is to earn a certificate.	11	15	10	4	7	3.8
40.	My education goal right now is to earn an associate degree.	20	12	5	6	5	4.3
41	My education goal right now is to improve my employment skills.	21	9	5	–	6	4.5
42	My education goal right now is to:	7	9	4	1	19	
43	I have had little difficulty scheduling classes I want to take.	9	18	13	7	1	3.6

44	I have had difficulty finding classes I want in the mornings.	5	8	21	8	6	3.2
45	I have had difficulty finding classes I want in the afternoons.	3	8	21	8	7	3.15
46	I have had difficulty finding classes I want in the evenings.	2	6	15	7	16	3.1
47	I have had difficulty finding classes I want during the weekends.	2	2	13	4	26	3.1
48	I have had difficulty finding classes I want during Summer Session I.	3	2	8	2	24	3.2

Note: Where 5 is strongly agree and 1 is no response.

PART III

Question		Yes	No
1.	I know there is career advising and job placement assistance available at NMSU-Grants Campus.	48	1
2.	I know where to go in order to obtain career advisement and/or job placement assistance.	46	3
3.	I have received career advisement and /or job placement assistance from NMSU-Grants Campus.	22	25
4.	I have visited the career office more than 5 times.	11	36
5.	I have visited the career office more than 2 times.	17	30
6.	I have visited the career office 1 or 2 times.	22	23
7.	I have never visited the career office.	20	25
8.	If you have visited with the career office, what best describes your interaction with the staff? a. no time was spent with me as they didn't seem to care	4	24
	b. some time was spent with me, but I wasn't satisfied	2	25
	c. adequate time was spent with me and my objectives were satisfied	27	9
	d. extra time was spent with me to ensure that my needs were met	19	10
11.	The admissions office staff explained the registration process to me during my first registration at NMSU-G.	42	6
12.	My advisor helped me fill out the appropriate admissions application, and explained (transcripts from high school, other colleges, GED)	42	6
13.	Advisors are available to me either during office hours or by appointment during the semester.	46	2
14.	Advisors do a good job by going beyond helping me decide on courses, and respond effectively to my concerns.	42	4
15.	Advisors ask me about my academic progress.	34	11
16.	I accept responsibility for decisions made in advisement meetings.	43	3
17.	Advisors help me understand what I need to graduate.	36	7
18.	Advisors give me financial aid information and help in finding aid.	36	9
19.	As a student at NMSU-Grants Campus, I feel that my educational needs are being met.	45	2

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1. **What three academic or vocational programs would you like to see added to the curriculum?**

a. journalism, paralegal, child care, coaching, nursing, more law classes, data base programs, nursing program, horticulture, education--teacher certification, nursing, nursing vocational classes, some dance classes (ballet, modern dance), nursing

b. heating & air conditioning, court reporting, physical therapy, desk top publishing programs, counseling program, home maintenance (handyman), skill maintenance for nursing, drama

c. psychology program, basic auto care,

3. **What are the two most important school-related problems you have had at NMSU-Grants?**

a. clubs organization, scheduling classes in the morning, finding enough time to study, getting help on computers in Z-lab, getting to school, snack bar, scheduling classes I want on same day, classes I want don't always make, clubs organization, not many choices of classes

b. some student personal attitude, transportation to school, recreation programs, bookstore, assessability to some areas,

4. **What three items would you most like to see improved at the college?**

a. extra intra-sport activities, add more courses, lockers for books, more notice & participation of Black History, Hispanic Clubs, Cultural Awareness, parking lot, get more help at the bookstore, a poor teacher for a MW night class I have, parking lot patrolled more, parking lot and roads, water system, on campus day care facility for students' children, child care, more activities

b. advance all courses, would like to see all students participation, bookstore, more hours at the bookstore, bathrooms kept cleaner, lighting outdoors, bigger bookstore, snack bar, more bulletins that have info,

c. better equipment, would like to be more aware of things offered like that, snack bar,

5. **If you have visited the career office, what was your purpose?**

to talk with advisors concerning my classes to fulfill my goal towards my chosen major, and getting better respondence with the JTPA program and the school staff, to help find a field to go into, to find a job, to discuss my enrollment and job training needed,

6. **If there were anything you would change about the career office, what would it be?**

No responses

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7. **Are there any concerns or comments you would like to make about the Student Services Department?**
They are doing a good job-need more student involvement on ASB meetings, Excellent job! Nicole Kormick great job! I think they make the students feel like they are important, NMSU-Grants is a great college to learn at and benefit from,

8. **Comments**
I like the school overall curriculum and the staff are concern with students needs. Thank you. I feel the teachers were not ready for all the students that enrolled. Also some classes should not let you enroll unless you have had other classes (ex. typing before computers), I would like to see this college a four college, overall NMSU is an excellent community college. The only other thing I would like to see an improvement on is a greater effort to get messages to students. I just started taking classes here, so I haven't been here long enough to answer many of these questions, I like the college-everybody is friendly and helpful, I would like to see a 4 year college,

29. **The reason I first decided to consider attending classes at NMSU-Grants was:**
locality, 1983, working for JTPA, to improve my skills for a better paying job, my child, my wife, lack of training in jobs, to get decent job to raise kids, brother and sister, inexpensive, my choice, needed a better education, needed an education, my decision, DVR offered, to better myself, availability, it was here, it was this or the military, I live here, to further my education, small classes, Mrs. Rawdon, Mr. Quinn at LA, close to home

36. **The main reason I enrolled in class at NMSU-Grants is:**
get started on my degree, I wanted to, to get a degree, my child, my wife, for kids future, to further my education, location, money, cuz of my choice, scholarship, teenage son, its a local college, the classes, my decision, get a better education, better my skills for work, nearby, to learn more, I need education, nearby, Mrs. Rawdon, Mr. Quinn at LA, location

42. **My education goal right now is to:**
to finish, learn as much as I can, work hard and pass all classes, receive associates, learn more, associated in corrections, learn how to work in the world, teach, learn, get a degree, graduate, to take all I can here and transfer, get more than a high school diploma, gain knowledge, finish college, prepare for nursing school, graduate, 4 yr. degree program

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NMSU - GRANTS
Faculty Survey
Fall 1995

INTRODUCTION

As part of its process for accreditation self-study, NMSU-Grants conducted a survey of regular and part-time faculty during the Fall 2995 semester. Ten regular and fourteen part-time faculty responded. Since N is relatively small for each group, responses of both groups were combined for the present discussion.

RESULTS

Instruction

With two exceptions, NMSU-Grants regular and part-time faculty agreed or strongly agreed that the college provides students with the opportunity to attain sound academic preparation, with appropriate experiences to assume roles as competent citizens, and with opportunities to receive appropriate vocational technical training. Respondents similarly agreed or strongly agreed that the general quality of instruction at the college is excellent, along with the quality of instruction in Adult Basic Education. Respondents generally believed that developmental courses are significantly helping students in their courses. Most faculty indicated that the computer equipment is excellent. All except three respondents rated the quality of part-time instruction as good or excellent. Some concern was expressed concerning articulation between instructors teaching the same class.

Student Services

All faculty respondents agreed or strongly agreed that the college's financial aid offices provides excellent service to students and that student advisement is providing adequate service to students. All respondents save one agreed or strongly agreed that the coop program is helping students and staff and that admissions and records services are adequate. Similarly, nearly all respondents agreed or strongly agreed that student services facilities are excellent.

Administration and Governance

Seventeen of nineteen faculty respondents agreed or strongly agreed that the college has a clearly defined and meaningful mission statement. All respondents save one (who strongly disagreed) agreed or strongly agreed that college administration provides effective leadership. Sixteen of 20 respondents believe that decision-making processes allow effective personal input. Nearly all faculty indicated that college administration was sensitive to the needs of the community. Although half of the part-time faculty expressed no knowledge of the Policies and Procedures Manual, the remainder of respondents believed the document is a viable guide. All

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respondents except two agreed or strongly agreed that their program managers were providing effective leadership.

Approximately half of regular and part-time faculty rated the faculty evaluation processes as fair or poor. While twelve respondents rated their faculty representation as good or excellent, six rated them as fair or poor. Faculty did express much stronger ratings for the faculty senate representative. More than half of respondents rated salary as fair or poor; the benefits package was rated as somewhat higher.

Overall faculty morale was generally rated by respondents as good or excellent, although individuals rated their own personal morale as slightly higher. Nearly all respondents believed that overall employee morale at the college is good or excellent. Regular faculty tended to rate the quality of institutional planning as good or excellent, along with their own opportunity to participate in planning activities. Part-time faculty, however were more likely to rate their personal opportunity to participate in institutional planning as only fair or poor.

Support Services

Support services at NMSU-Grants were generally rated by respondents as adequate. Positive responses were typically recorded for food quality and prices at the snack bar, custodial services, and service provided by the front office staff. Most respondents agreed or strongly agreed that the library is of personal use; that the library contains adequate materials to meet student needs, and that library services are excellent. All respondents save one agreed or strongly agreed that tutoring center services and facilities are excellent, while most agreed that audio visual services are excellent.

Facilities

Nearly all faculty respondents agreed or strongly agreed that the institution's three major buildings were excellent. Computer and vocational facilities were similarly rated as excellent. The student lounge and parking lots were also rated as excellent by most respondents, along with the quality of classrooms. Most faculty rated the space, comfort, and attractiveness of their own work areas a good or excellent. Although the ratings of part-time instructors n these areas were slightly lower than the ratings of regular instructors.

STRENGTHS

1. Faculty generally believe in the high quality of their instructional processes, including academic, vocational, developmental and adult basic education.

2. Faculty give high mark, to the various Student Services processes.

3. Faculty generally approve of the college's administration and governance processes.

4. Faculty believe that the college's facilities are adequate and well maintained.

CONCERNS

1. A number of faculty believed that articulation between instructors teaching the same course was a matter of concern.

2. Approximately half of regular and part-time instructors rated faculty evaluations process as fair or poor.

3. Faculty generally believe the salary structure for faculty is fair or poor.

NMSU-GRANTS REGULAR FACULTY SURVEY
Fall 1995 Results

	Question	5	4	3	2	1	Avg
1.	NMSU-G is adequately providing an opportunity for students to attain sound academic preparation in their first two years of college.	5	5	-	-	-	4.5
2.	NMSU-G is adequately assisting students through educational experiences to assume their roles as competent citizens in the community.	5	4	1	-	-	4.4
3.	NMSU-G is adequately providing an opportunity for individuals to receive vocational-technical training in certain specified vocations that enables them to become gainfully employed.	6	4	-	-	-	4.6
4.	NMSU-G has a clearly defined and meaningful Mission Statement.	3	3	2	-	-	4.1
5.	NMSU-G adequately provides opportunities for adults to develop and continue their education in avocation and cultural areas.	3	5	2	-	-	4.1
6.	NMSU-G provides excellent Adult Basic Education (ABE) instructional opportunities for local citizens.	4	6	-	-	-	4.4
7.	The administration provides effective leadership for the college.	4	5	-	-	1	4.0
8.	I believe that the decision-making process at NMSU-G allows me effective input.	5	3	2	-	-	4.3
9.	The NMSU-G administration is sensitive to the needs of the community.	4	6	-	-	-	4.4
10.	The Associate Campus Director is providing sound leadership for the faculty.	8	2	-	-	-	4.8
11.	In general, the quality of instruction at NMSU-G is excellent.	5	4	1	-	-	4.4
12.	In general, the quality of instruction in ABE is excellent.	4	3	-	-	3	4.6
13.	NMSU-G offers a sufficiently wide variety of academic classes.	2	8	-	-	-	4.2
14.	NMSU-G offers a sufficiently wide variety of vocational/technical classes.	3	7	-	-	-	4.3
15.	The developmental courses are significantly helping students in your courses.	5	4	-	-	1	4.55
16.	The Financial Aid office at NMSU-G offers excellent services to students.	5	5	-	-	-	4.5
17.	The coop program is helping students and staff.	5	1	1	-	3	4.6
18.	The Admissions and Records services are satisfactory.	5	5	-	-	-	4.5
19.	The student advisement service is adequately serving the needs of students.	5	5	-	-	-	4.5
20.	The security on campus is adequate.	1	4	5	-	-	3.6
21.	The quality of food, prices, and hours of the Snack Bar are adequate.	3	6	1	-	-	4.2
22.	The quality of the custodial services are adequate.	4	5	-	1	-	3.8

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23.	The quality of service provided to faculty by the front office staff is adequate.	4	6	-	-	-	4.4
24.	The NMSU-G library is of personal use to me.	4	5	1	-	-	4.3
25.	The NMSU-G library has adequate materials to meet the needs of my students.	1	6	2	1	-	3.7
26.	The NMSU-G library has adequate materials to meet the needs of students.	-	7	1	1	1	3.4
27.	The services provided by the NMSU-G library are excellent.	1	7	2	-	-	3.9
28.	The services provided by the Tutoring Center are excellent.	4	5	1	-	-	4.3
29.	The services provided by the Small Business Development Center are excellent.	1	3	1	-	5	4.0
30.	The audiovisual equipment and services at NMSU-G are excellent.	3	5	2	-	-	4.1
31.	The Martinez Hall facilities at NMSU-G are excellent.	4	6	-	-	-	4.4
32.	The Annex Building facilities at NMSU-G are excellent.	3	5	2	-	-	4.1
33.	The Joseph A. Fidel Activities Center facilities at NMSU-G are excellent.	1	1	1	-	-	4.0
34.	The computer facilities at NMSU-G are excellent.	4	6	-	-	-	4.4
35.	The vocational and technical facilities at NMSU-G are excellent.	1	7	1	-	1	4.0
36.	The student services facilities at NMSU-G are excellent.	5	4	1	-	-	4.4
37.	The tutoring center facilities at NMSU-G are excellent.	3	6	1	-	-	4.2
38.	The library facilities at NMSU-G are excellent.	1	7	2	-	-	3.9
39.	The student lounge facilities at NMSU-G are excellent.	1	9	-	-	-	4.1
40.	The parking lots at NMSU-G are excellent.	3	4	3	-	-	4.0
41.	The quality of classrooms at NMSU-G are excellent.	3	7	-	-	-	4.3
42.	The college's computer equipment is excellent.	3	5	2	-	-	4.1
43.	The maintenance services provided by the Physical Plant are excellent.	5	5	-	-	-	4.5
44.	The appearance and upkeep of the NMSU-G grounds are excellent.	6	4	-	-	-	4.6
45.	The local Policy and Procedures Manual is a viable guide in the administration of NMSU-G.	2	4	1	-	3	4.1
46.	My Program Coordinator is providing effective leadership for my department.	5	3	-	-	2	4.6

Note: Where 5 is strongly agree and 1 is no response.

	Question	5	4	3	2	1	Avg
48.	How would you rate your satisfaction with the space of your office or work area?	5	4	1	-	-	4.4
49.	How would you rate your satisfaction with the comfort of your office or work area?	4	4	2	-	-	4.3
50.	How would you rate your satisfaction with the attractiveness of your office or work area?	6	3	1	-	-	4.5
51.	How would you rate your satisfaction with the faculty evaluation process?	1	4	3	1	1	3.5
52.	How would you rate your satisfaction with faculty representation in college administration?	1	7	2	-	-	3.9
53.	How would you rate your satisfaction with faculty representation in the evaluation process?	3	6	1	-	-	4.2
54.	How would you rate your satisfaction with faculty representation in the NMSU Faculty Senate?	6	3	1	-	-	4.5
55.	How would you rate your satisfaction with the NMSU-G faculty salary schedule?	-	2	5	3	-	2.9
56.	How would you rate your satisfaction with the NMSU-G stipend for teaching summer sessions?	2	4	2	2	-	3.6
57.	How would you rate your satisfaction with the NMSU-G faculty benefits?	1	4	3	1	1	3.5
58.	How would you rate the quality of part-time faculty instruction?	3	5	1	1	-	4.0
59.	How would you rate the ratio of part-time to full-time faculty?	1	5	3	1	-	3.6
60.	How would you rate the articulation of course content between full-time and part-time faculty?	1	4	4	-	1	3.7
61.	How would you rate the articulation of course content between full-time faculty teaching the same courses?	3	3	3	-	1	4.0
62.	How would you rate the overall morale of the NMSU-G faculty?	4	3	3	-	-	4.1
63.	As an individual, how would you rate your morale as a faculty member?	5	3	2	-	-	4.3
64.	How would you rate the morale of the employees of NMSU-G?	3	4	3	-	-	4.0
65.	How would you rate the quality of institutional planning at NMSU-G?	3	5	2	-	-	4.1
66.	How would you rate your opportunity to contribute to the planning processes at NMSU-G?	3	4	2	-	-	4.1

Note: Where 5 is excellent and 1 is no response.

NMSU-GRANTS PART-TIME FACULTY SURVEY
Fall 1995 Results

	Question	5	4	3	2	1	Avg
1.	NMSU-G is adequately providing an opportunity for students to attain sound academic preparation in their first two years of college.	7	5	1	-	1	4.5
2.	NMSU-G is adequately assisting students through educational experiences to assume their roles as competent citizens in the community.	6	7	1	-	-	4.4
3.	NMSU-G is adequately providing an opportunity for individuals to receive vocational-technical training in certain specified vocations that enables them to become gainfully employed.	6	4	2	-	1	4.3
4.	NMSU-G has a clearly defined and meaningful Mission Statement.	4	7	-	-	2	4.4
5.	NMSU-G adequately provides opportunities for adults to develop and continue their education in avocation and cultural areas.	5	7	-	1	1	3.8
6.	NMSU-G provides excellent Adult Basic Education (ABE) instructional opportunities for local citizens.	4	6	1	1	2	4.1
7.	The administration provides effective leadership for the college.	5	7	-	1	-	4.2
8.	I believe that the decision-making process at NMSU-G allows me effective input.	2	6	3	1	2	3.75
9.	The NMSU-G administration is sensitive to the needs of the community.	5	7	-	1	-	4.2
10.	The Associate Campus Director is providing sound leadership for the faculty.	5	5	1	2	1	4.1
11.	In general, the quality of instruction at NMSU-G is excellent.	3	8	2	-	1	4.1
12.	In general, the quality of instruction in ABE is excellent.	3	6	1	-	3	4.2
13.	NMSU-G offers a sufficiently wide variety of academic classes.	4	6	2	1	1	4.0
14.	NMSU-G offers a sufficiently wide variety of vocational/technical classes.	2	6	2	1	3	3.8
15.	The developmental courses are significantly helping students in your courses.	1	7	2	-	2	3.9
16.	The Financial Aid office at NMSU-G offers excellent services to students.	4	4	-	-	4	4.5
17.	The coop program is helping students and staff.	2	5	-	-	6	4.3
18.	The Admissions and Records services are satisfactory.	3	8	1	-	1	4.2
19.	The student advisement service is adequately serving the needs of students.	4	7	-	-	2	4.4
20.	The security on campus is adequate.	-	11	2	1	-	3.7
21.	The quality of food, prices, and hours of the Snack Bar are adequate.	1	6	2	-	2	3.9
22.	The quality of the custodial services are adequate.	3	8	2	-	-	4.1

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23.	The quality of service provided to faculty by the front office staff is adequate.	7	5	1	-	-	4.5
24.	The NMSU-G library is of personal use to me.	3	8	3	-	-	4.0
25.	The NMSU-G library has adequate materials to meet the needs of my students.	2	5	2	1	-	3.8
26.	The NMSU-G library has adequate materials to meet the needs of students.	2	4	2	1	-	3.8
27.	The services provided by the NMSU-G library are excellent.	4	2	3	-	1	3.8
28.	The services provided by the Tutoring Center are excellent.	2	5	-	-	3	4.3
29.	The services provided by the Small Business Development Center are excellent.	-	3	-	-	7	4.0
30.	The audiovisual equipment and services at NMSU-G are excellent.	1	5	-	2	2	3.6
31.	The Martinez Hall facilities at NMSU-G are excellent.	2	5	1	-	2	4.1
32.	The Annex Building facilities at NMSU-G are excellent.	1	2	1	2	4	3.0
33.	The Joseph A. Fidel Activities Center facilities at NMSU-G are excellent.	1	5	-	-	3	4.2
34.	The computer facilities at NMSU-G are excellent.	2	3	-	-	4	4.4
35.	The vocational and technical facilities at NMSU-G are excellent.	-	5	-	-	4	4.0
36.	The student services facilities at NMSU-G are excellent.	1	5	-	-	4	4.2
37.	The tutoring center facilities at NMSU-G are excellent.	1	5	1	-	3	4.0
38.	The library facilities at NMSU-G are excellent.	1	4	5	-	-	3.6
39.	The student lounge facilities at NMSU-G are excellent.	1	5	3	-	1	3.8
40.	The parking lots at NMSU-G are excellent.	-	9	1	-	-	3.9
41.	The quality of classrooms at NMSU-G are excellent.	1	7	1	1	-	3.8
42.	The college's computer equipment is excellent.	3	2	2	-	3	4.1
43.	The maintenance services provided by the Physical Plant are excellent.	2	7	-	-	1	4.2
44.	The appearance and upkeep of the NMSU-G grounds are excellent.	2	8	-	-	-	4.2
45.	The local Policy and Procedures Manual is a viable guide in the administration of NMSU-G.	-	5	-	-	5	4.0
46.	My Program Coordinator is providing effective leadership for my department.	4	3	1	1	1	4.1

Note: Where 5 is strongly agree and 1 is no response.

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	Question	5	4	3	2	1	Avg
48.	How would you rate your satisfaction with the space of your office or work area?	1	4	3	1	3	3.5
49.	How would you rate your satisfaction with the comfort of your office or work area?	-	5	3	1	3	3.4
50.	How would you rate your satisfaction with the attractiveness of your office or work area?	-	6	2	2	3	3.4
51.	How would you rate your satisfaction with the faculty evaluation process?	3	4	3	3	1	3.5
52.	How would you rate your satisfaction with faculty representation in college administration?	1	5	2	2	2	3.5
53.	How would you rate your satisfaction with faculty representation in the evaluation process?	1	7	2	1	1	3.7
54.	How would you rate your satisfaction with faculty representation in the NMSU Faculty Senate?	2	3	1	1	5	3.9
55.	How would you rate your satisfaction with the NMSU-G faculty salary schedule?	2	3	5	3	1	3.3
56.	How would you rate your satisfaction with the NMSU-G stipend for teaching summer sessions?	1	2	3	3	4	3.1
57.	How would you rate your satisfaction with the NMSU-G faculty benefits?	5	4	2	2	1	4.6
58.	How would you rate the quality of part-time faculty instruction?	6	6	1	-	-	4.4
59.	How would you rate the ratio of part-time to full-time faculty?	2	7	3	2	-	3.6
60.	How would you rate the articulation of course content between full-time and part-time faculty?	2	6	2	1	2	3.8
61.	How would you rate the articulation of course content between full-time faculty teaching the same courses?	2	7	-	1	4	4.0
62.	How would you rate the overall morale of the NMSU-G faculty?	2	7	4	-	-	3.85
63.	As an individual, how would you rate your morale as a faculty member?	4	7	2	1	-	4.0
64.	How would you rate the morale of the employees of NMSU-G?	2	9	1	-	2	4.1
65.	How would you rate the quality of institutional planning at NMSU-G?	2	6	3	1	2	3.75
66.	How would you rate your opportunity to contribute to the planning processes at NMSU-G?	1	4	3	4	1	3.2

Note: Where 5 is excellent and 1 is no response.

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SURVEY OF LOCAL CITIZENS CONCERNING NMSU-GRANTS ADMINISTRATION AND FACILITIES

Introduction

In November 1995, as part of its self-study preparations, NMSU-Grants conducted a survey of local citizens to sample attitudes of the public concerning its administration and facilities. Forty-six people responded to the eleven question survey. Survey results were generally positive, and the branches strengths and concerns were identified by respondents. The survey instrument with numerical results and comments is attached. A seven point Likert scale (seven being high) was used to record results of eight questions.

Summary of Results

Respondents generally felt that NMSU-Grants responded to community educational needs both quickly (mean = 5.6) and effectively (mean = 5.8). They believed that the public image presented to the community by college administration was quite high (mean = 6.0), and that during the past ten years the college's administrative process has improved (mean = 5.7).

Public respondents generally agreed that facilities and grounds at NMSU-Grants were very attractive (mean = 6.0) and that facilities were frequently open to the public (mean = 5.8). Facilities were deemed as sufficient (mean = 5.3). Of thirty-nine individuals who responded to the yes-no question (No. 8), thirty (77%) indicated that they would be willing to support an additional one mill tax levy to support college facilities or programs.

Strengths and Concerns

Strengths of the college identified by respondents focused on two major factors. The high quality of faculty and staff seemed to be a very important strength. General responsiveness to community educational needs was also underscored by respondents. Local citizens seemed to appreciate the professionalism and business-like approach of the college and its staff.

No clear pattern of concerns could be identified from the responses of those completing the survey. Several respondents suggested the development of a four-year college. One or two seemed concerned that the branch might not survive. Articulation issues were also identified as possible future concerns.

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SURVEY
NMSU-GRANTS ADMINISTRATION AND FACILITIES

NMSU-Grants is engaged in a self-study as part of its preparation for an accreditation visit by the North Central Association of Colleges and Schools. One very important item of concern is the relationship between the college and the community. This short survey is intended to provide the college with feedback about how you, as members of the Grants/Cibola County community, view the college administration. Please take a moment to complete these questions.

1. I believe that NMSU-Grants administration responds to the community's educational needs

7	6	5	4	3	2	1
very quickly						very slowly
Number Responding:						
9	16	15	3	0	1	0

Mean = 5.6, N = 47

2. I believe that NMSU-Grants administration responds to the community's educational needs

7	6	5	4	3	2	1
very effectively						very ineffectively
Number Responding:						
9	12	13	8	0	0	0

Mean = 5.8, N = 40

3. I believe that the public image presented to the community by NMSU-Grants administration is

7	6	5	4	3	2	1
very positive						very negative
Number Responding:						
17	16	9	3	0	1	0

Mean = 6.0, N = 46

4. I believe that, over the past ten years, the administrative process at NMSU-Grants has

7	6	5	4	3	2	1
improved greatly						gotten much worse
Number Responding:						
12	16	10	3	2	0	0

Mean = 5.7, N = 43

5. The facilities and grounds at NMSU-Grants are

7	6	5	4	3	2	1
very attractive						very unattractive
Number Responding:						
19	15	7	4	1	0	0

Mean = 6.0, N = 46

6. The facilities of NMSU-Grants are

7	6	5	4	3	2	1
frequently open to the public					typically closed to the public	
Number Responding:						
15	16	9	3	1	1	0

Mean = 5.8, N = 45

7. In my opinion, the facilities of NMSU-Grants are

7	6	5	4	3	2	1
sufficient						insufficient
Number Responding:						
7	13	13	8	0	2	0

Mean = 5.3, N = 43

8. I personally would be willing to support an additional one mill tax levy in Cibola County to support NMSU-Grants facilities or programs

	Yes _____	No _____
Number Responding:	30	9

9. As a community member, I believe the greatest strength of the NMSU-Grants administration is _____
_____
_____

10. As a community member, my most important concern about NMSU-Grants administration is _____
_____
_____

11. Comments: _____
_____
_____

STRENGTHS

Instructors, Staff, Classes
Community Involvement
Response to Community Needs
Very Good
Handling the university like a business
Offering courses for local people to keep them in the community
Open and accessible to community
Instructors belong and live in the community; that makes for a positive approach to teaching.
Instructors truly want the students to succeed.
Community involvement
Reasonable, Professional, Responsive
The college is necessary to our town; we hope it continues.
Providing educational opportunity for citizens
Presenting quality education for the community
The wonderful staff
Creating programs to meet needs of students
NMSU-Grants has employed some great instructors and staff who are greatly concerned with the education that their students are given the opportunity to receive.
Professionalism
Public Relations
The flexibility and openness to meet over the community issues facing Grants.
Cost-effective, Post-secondary education.
Community outreach through involvement in various local area organizations
Concern for the needs of the community
Local people involved

CONCERNS

No student boarding rooms
To see that the education provided meets community needs
Moving to another university
Focus on building a four-year facility so students who want to stay in community can do so
The number of "welfare" type students is great. The number of paying students is low.
Keeping doors open and expanding enrollment possibly in some trade area for students not wanting a two-year degree.
Developing effective partnership with Grants/Cibola County Schools
Using the facility on weekends
My daughter will attend the college after she graduates. I am concerned about the quality of education that will be offered at that time and hope the branch will still be here.
Expanding the Curriculum
That courses transfer to four-year programs
Keeping the facility operating

COMMENTS

Good friend and neighbor

NMSU-G does an excellent job. Tech support for the public school is an excellent and needed program.

Four-year bachelors degree program

Continue to network between NMSU-Grants and Cibola County School District

Provide four-year programs

Cibola County is very fortunate to have the branch.

NMSU-Grants has done a great job since the current director joined the staff in getting the school in the public eye more. At one time they were just there and you never heard much about the school.

The auditorium should be more easily available to outside programs.

PROJECT 7

NMSU-GRANTS
Staff Survey
Fall 1995

INTRODUCTION

During the Fall 1995 semester, non-faculty staff at NMSU-Grants responded to a 49 question survey about various aspects of the college. All of the college's non-faculty staff responded to the questionnaire (N=20). Because of the small N, classified staff and professional staff responses were grouped together.

RESULTS

Programs

All respondents agreed or strongly agreed that the college was providing adequate academic preparation for future transfer students, and that students were being properly prepared to assume roles as competent citizens. Seventeen respondents agreed (one strongly agreed) that students were receiving adequate vocational education. Similarly, 15 employees agreed or strongly agreed that students were being adequately prepared in vocational and cultural areas. Sixteen respondents agreed or strongly agreed that the branch was providing excellent Adult Basic Education opportunities.

Administration

All but three respondents believed that the college has a clearly defined and meaningful mission statement. Fourteen employees agreed and two strongly agreed that administration provides excellent leadership. However, only thirteen respondents believe they have effective input in the decision-making processes of the college. Eighteen employees believe that administration is sensitive to the needs of the community, however only twelve felt that administration is sensitive to the needs of staff. Eleven staff agreed (five strongly disagreed) that staff is adequately represented in college administration. Fifteen of seventeen respondents agreed that the quality of institutional planning is excellent.

Instruction

Of 19 respondents, 16 believe that the overall quality of instruction at NMSU-Grants is excellent. Although 18 non-faculty employees agreed or strongly agreed that developmental courses significantly help students, only thirteen indicated agreement that there was a sufficient variety of academic and vocational courses. Fourteen respondents agreed or strongly agreed that the library has adequate materials to meet student and employee needs. Fifteen indicated that the services provided by Adult Basic Education are excellent.

Student Services

All but two staff agreed or strongly agreed that Student Services facilities are excellent. All respondents agreed or strongly agreed that the Financial Aid office provides excellent service and that Admissions and Records is satisfactory. Eighteen employees believed that advisement is meeting the needs of students, while sixteen felt that the coop program is helping students.

Facilities

Fourteen employees agreed or strongly agreed that Martinez Hall facilities are excellent, that the Annex Building facilities are excellent, and that the facilities of the Joseph A. Fidel Activities Center are excellent. Fifteen believed that vocational/technical facilities are excellent, while seventeen stated that student lounge facilities are excellent. Thirteen of 17 respondents believed the quality of classrooms is excellent. Maintenance services were viewed as excellent by fifteen of eighteen respondents. A similar number agreed that the appearance and upkeep of the grounds is excellent. Sixteen staff members believed that the quality of custodial services is excellent. Nearly all respondents stated that the space, comfort and attractiveness of their individual work areas was excellent.

Employee Morale

The annual evaluation process was viewed as fair by only 10 of 17 respondents. However 14 of 17 agreed or strongly agreed that they received an appropriate level of supervision, and that their supervisors are doing an excellent job. Thirteen of 18 respondents indicated that the overall level of job satisfaction at the college is excellent. Nine agreed and nine disagreed that overall morale among staff members is excellent. Interestingly, 13 staff members rated their own morale as excellent. Eleven respondents agreed or strongly agreed that the employee benefits package is excellent.

SUMMARY

Survey results were in general quite positive. Non-faculty employees generally believed that the college had effective instructional programs. Respondents were quite positive about most aspects of the administrative process, and nearly all agreed that the quality of institutional planning is excellent. Respondents viewed the quality of instruction as excellent. Student Services was similarly viewed positively by staff. Facilities, maintenance, and custodial services were all reviewed as positive by respondents. Questions related to employee morale were generally responded to positively.

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STRENGTHS

1. Non-faculty college employees generally believe that the quality of instruction on campus is solid.

2. Employees generally approve of several administrative functions including leadership, meeting community needs, and institutional planning.

3. The services provided by Student Services were typically rated by non-faculty employees as excellent.

4. Nearly all employees rated the college's facilities as excellent.

CONCERNS

Several issues of possible concern emerged from the results of this survey.

1. Campus security is viewed as a matter of concern by one half of respondents.

2. Six of eighteen non-faculty employees felt that staff is not adequately represented in College Administration.

3. Communication and cooperation among branch campus departments was not viewed excellent by seven of 15 respondents.

NMSU-GRANTS

Staff Survey

The NCA Self-Study Steering Committee would like your help in assessing staff opinion about various aspects of the college. Please answer the following questions as honestly and open-mindedly as possible. Blacken the appropriate response which best reflects your knowledge of each item. Do not answer questions about areas with which you are not sufficiently familiar to make an informed judgement. Please return the survey to the front office staff by MAY 3, 1995. Your responses will remain completely anonymous and information gathered from the survey will be used only in aggregate form.

Page 1

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	
1. NMSU-G is adequately providing an opportunity for students to attain sound academic preparation in their first two years of college.	4.2	4	16	0	0	0
2. NMSU-G is adequately assisting students through educational experiences to assume their roles as competent citizens in the community.	4.05	1	19	0	0	0
3. NMSU-G is adequately providing an opportunity for individuals to receive vocational-technical training in certain specified vocations that enables them to become gainfully employed.	3.9	1	17	1	0	0
4. NMSU-G has a clearly defined and meaningful Mission Statement.	3.95	3	14	2	1	0
5. NMSU-G adequately provides opportunities for adults to develop and continue their education in avocation and cultural areas.	3.9	3	13	3	1	0
6. NMSU-G provides excellent Adult Basic Education (ABE) instructional opportunities for local citizens.	4.1	5	11	1	0	1
7. The administration provides effective leadership for the college.	3.8	2	14	2	2	0
8. I believe that the decision-making process at NMSU-G allows me effective input.	3.75	3	10	6	1	0
9. The NMSU-G administration is sensitive to the needs of the community.	4.0	2	16	2	0	0
10. The NMSU-G administration is sensitive to the needs of the staff.	3.5	1	11	5	3	0
11. The quality of instruction at NMSU-G is excellent.	4.0	3	13	3	1	0
12. NMSU-G offers a sufficiently wide variety of academic classes.	3.7	1	12	5	2	0
13. NMSU-G offers a sufficiently wide variety of vocational/technical classes.	3.7	2	11	5	1	0
14. The developmental courses are significantly helping students in courses.	4.3	5	12	1	0	1
15. The Financial Aid office at NMSU-G offers excellent services to students.	4.25	5	15	0	0	0
16. The coop program is helping students and staff.	4.05	4	13	1	1	2
17. The Admissions and Records services are satisfactory.	4.2	3	15	0	0	1
18. The student advisement service is adequately serving the needs of students.	4.2	3	15	1	0	0
19. The security on campus is adequate.	3.2	0	10	5	4	0
20. The quality of food, prices, and hours of the Snack Bar are adequate.	3.65	1	13	5	3	0
21. The quality of the custodial services are adequate.	4.1	4	10	0	3	0
22. The NMSU-G library has adequate materials to meet the needs of students.	3.6	0	12	5	0	1
23. The library has adequate materials available for my needs.	3.9	2	12	4	0	1
24. The services provided by the NMSU-G library are excellent.						

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NMSU - Grants

Community Survey
Fall 1995

INTRODUCTION

NMSU-Grants conducted a survey of the general public of Cibola County during the Fall 1995 semester. Surveys were distributed with the electric bills. Survey forms were returned by mail by 641 respondents, approximately 14 percent of the county's adult population.

RESULTS

Of the 641 respondents, 383 indicated that they had personally at some time attended at least one course at NMSU-Grants, while 426 stated that a family member had done so. The general quality of instruction at the college was rated as quite high; in a scale of one to five (five being high), the mean rating of quality of instruction was 4.2. Of the 641 respondents, 306 indicated that they planned to enroll in one or more college level course in 1996. Of these 306 potential college attendees, 132 stated that they planned to attend NMSU-Grants. When asked what courses they would like to take, by far the largest number (17) selected computers related courses.

Respondents remarked upon the best aspect of the branch. The most frequent response was related to convenient location (N=245). Small classes were cited by 53 respondents as a positive factor, as were the friendly, helpful staff (N=24) and instructors (N=26). Low cost was important to 32 respondents while 13 persons cited the college's service to the public as important. Other categories of positive aspects of the college with multiple responses included good courses, night classes, variety of courses, flexible schedules, and an opportunity for freshman to get a start.

Respondents were asked to suggest how the campus might be improved. Frequent suggestions included a wider variety of classes (33), change to a four-year school (57), Saturday classes (9), and do not know (14). Forty seven respondents believed that the college was fine as is.

Community Survey

Number of survey forms turned in: 641

1. Have you ever attended the NMSU-Grants Campus?

   yes-383 no-252

2. Has a member of your family ever attended the NMSU-Grants Campus?

   yes-426 no-203

3. If yes--On a scale of 1 to 5(1 being low, 5 being high) how would you rate the quality of instruction & service available at NMSU-Grants?

   #1-9 #2-21 #3-68 #4-180 #5-225

4. What's the best thing about NMSU-Grants?

   Location-245
   Friendly/Helpful-24
   Office Staff-10
   Continuing edu. at home-1
   One on one w/teaching staff
   Everything except no dorms-1
   Execellent teaching staff-6
   Small(classes and college)-53
   Convenient-30
   Easy registration-2
   College Level classes at home-1
   Instructors-26
   Could attend if Bacculaureate classes were offered-1
   Have no idea-1
   Good courses-10
   Library-2
   Night classes-8
   Good for community-5
   Taught surveying here-1
   Higher education at home-10
   Serving public w/education and employment-13
   Commuting distance-1
   Our community college-3
   Everything-7
   Variety of courses-8

Flexible hours-6
Nice facility-1
Work w/you to meet your needs-2
Low cost-32
Mechanic Dept.-2
Cooperation w/individuals-1
It was fun-1
ADL Center-1
Financial assistance-1
Gives freshman a good start-5
Get good education-2
Certain teachers-1
Low PTR's-1
Financial advantage-1
Opportunity for Associate Degree-2
Appreciate college in town-1
Satallite classes-3
Learning different trade-1
Learning Center-2
Treats everyone equal-1
Electives for vocations can be obtained-1
Improved community-1
Just moved here, will let you know-3
Art classes-1
Will add a class by popular demand-1
Very accomodating-1
Employs people from the community-1
Don't know-3

5. Are you or any member of your family planning to take College Level Classes in the next 12 months?

yes-306 no-282

If yes -- what institutions are you considering, and why?

NMSU-Grants-132
NMSU-Las Cruces-17 (Offer Bachelor's, Master's etc...)
UNM-43 (same as above.....)
University of Phoenix-8
NY Regents-1
Prescott College-1
TVI-8
ENMU-1
Highlands University, offer Graduate courses-1

Webster(Master's level program)-1
NMHU-1
Lubbock Christian Academy-3
NM Military Institute-1
San Bernadino Valley College-1
AZ State-3
Eastern AZ-2
Middleburn College(Graduate Level)-1
University of Biblical Studies-1
Princeton University-1
Creighton University-1
*12 members of the family have graduated from UNM-1

Several occupations were mentioned:

Pre-dentistry-2
Clerical-2
Welding-1
Photography-1
Accounting-2
Occupational Therapist-1
Medical School-1
Law School-3
Agriculture-1
Computers-17
Typing-1
Engineering-4
Ecomomics-1
Art-3
Business-3
Concurrent enrollment-3
Education-3
Marketing-1
Psychology-1
Spanish-1
Early Childhood-1
College Algebra-1

Some mentioned the degrees that they have or are working toward getting the degree:

Son attending out-of-state college for Master's Degree-1
Need a few prerequisites for Graduate School-1
Need Ph.D. Level courses-1
Have Associate of Art and Associate of Criminal Justice-1

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Ph. D. from UNM-1
Working on Doctorate-1

6. How could NMSU-Grants Campus be improved to serve you better?

Friendlier Front Dest staff-2
Classes at M.S. level-2
Wider variety of classes-33
Fine just the way it is now-47
Change to a 4-year college-36
Have dorms-2
Work around busy schedules-1
More upper-level courses-9
Also upper-level courses in the following fields:
Science-2
Art-1
Education-1
Psychology-1
More classes by satellite-3
Have better qualified instructors-8
Graduate Level courses-15
Saturday classes for 5-day working people-15
Become a main branch-1
Add more classes toward major-1
Need more continuing education classes for engineers-2
Buildings could be improved-1
Better text-1
Better communication between staff and students-1
Computer program-1
Offer Bachelor's Degrees-12
Better Administration-2
More Geology and Archeology courses-1
Local classes in Laguna-2
Keep doors open for grandchildren?-1
Offer more Child and Health Care classes-3
Ph. D. Level courses-1
More Education Classes-5
More classes in Ramah-1
Open library (law also) on weekends-1
Offer Construction courses-2
Provide Campus map-1
CJ Program-1
Keep costs low-3
Improvment in CS staff-1

Able to purchase books on tape from library-1
Have Rodeo Team as an added sport-1
Daycare Center-5
More evening classes-14
More classes added to a degree-1
More classes during Summer Sessions-1
Have a branch in Gallup-1
Trade classes after 6:00 p.m.-1
Send catalogs of courses for Fall & Spring-1
More choices in intro. classes-1
Tutoring Services-2
Offer Message Therapy and Reflexology classes-1
Continuing education for seniors-1
Bigger Library and Bookstore-1
Agriculture(ex. livestock)-1
Continuing education for professionals-1
Change from being a 2-year college-1
Offer courses year round in order not to wait for a certain semester-1
Better help-1
Various languages offered besides Spanish-1
Provide technical videos for working people-1
Offer post-graduate courses in education-1
Lower interest rate on student loans-1
Offer Dental Hygiene and Pre-Dentistry classes-1
More non-credit fun courses-1
Have NMSU Branch in Laguna-1
Need more information at the time of registration-1
More security-1
Check out more than one book w/inter-library loans-1
Don't know-14
College are over-1
Microsoft classes-1
Prepare students for larger universities-1
Stricter requirements-1
Is constantly improving-1
Get more Native Americans involved w/staff and students-1
Special Education-1
Counsiling-1
More classes in Advertising-1
Teach Navajo-1
Offer courses to home-study students-1
More career choices-1
Help students achieve career plans-1
Van to pick handicap-1
Transportation to college and back-1

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Computers and typewrtiers for public use-1
Transferable credits-1
Courses that correlate to local jobs-1
*Professors easier to understand-1
*Enjoyed weekend classes-1

7. To the best of your understanding, please rate NMSU-Grants Campus (5 being high - 1 being low). Please circle:

	5	4	3	2	1	
Low Cost	190	155	150	12	10	High Cost
Good Service	235	196	82	12	3	Poor Service
Convenient Location	413	85	35	3	9	Inconven. Location
High Qual. Instruction	208	192	104	9	9	Poor Qual. Instruction
Friendly	293	153	67	15	4	Unfriendly
Easy Regis.	273	167	70	7	4	Difficult Regis.

STUDENT SERVICES SURVEY
"We Value Your Opinion"

PROJECT 9

Please take a few moments to complete this survey. Your honest responses can help our department continue to crease the quality of services provided to NMSU-Grants Campus students. Thank you!

Please check all that apply: **137 total surveys**
55 First-time Student **19 Returning Student** **58 Continuing Student** **(23) Single Parent**
(1 unknown student staus)

Financial Aid

1. Did you complete the Free Federal Financial Aid Form (pell application)? 87 Yes 46 No
If no, why?
Parents make too much money
Job
Work is paying
Don't qualify
I knew that I would not qualify
I'm too lazy to get around to it
Under JTPA
Didn't have time
Because I am a part-time student I just paid for my own classes out of my own pocket and I was told that only full-tim students get financial aid
I'm going to send it out before the spring deadline
Never got one to fill out
Because I didn't get one
I'm only taking one class this semester
Because I have any unsubsidized stafford loan and was never told about it
Didn't need help
Hesitant as to whether I would qualify
It was too late
Do not have time
I know that I would not qualify
Because I filled one out before and did not qualify
Didn't get an app
Because my GPA is low
Tax information not available at time
Don't Know

2. Are you currently receiving financial assistance? 90 Yes 41 No

3. If yes, what type(s) of aid are you receiving? 60 Pell 13 Tribal 26 JTPA 2 JOM

20 Scholarship 7 JOBS Other (Please specify) Project Forward, D.V.R., Stafford Loan, GI Bill, NM Commission for the Blind.

4. Have your financial aid questions been answered clearly? 104 Yes 12 No
If no, please explain.
Have never discussed financial aid with anyone
Haven't asked

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Need to make an appointment
Trying to figure out why I haven't heard anything about my pell grant
No, not all
I need to talk to Bernadette, have not had time
Wasn't given any other sources of financial aid available
Have no questions
Haven't really asked any
Want to know if I've had a low GPA can I still receive a pell grant when I bring my GPA up
Because good grades don't get you a scholarship
Haven't been able to speak with someone because they keep breaking the appointment

Career Advisement and Placement - The Career Advisor assists students with exploring career options and identifyi career goals. Job placement assistance is also provided (i.e. resume writing assistance, interview preparation).

1. Are you aware of the available career advising and placement assistance at NMSU-Grants? 94 Yes 36 No

2. Have you taken advantage of this service? 30 Yes 103 No

    a. If yes, what was your purpose for visiting the career office?

To learn about writing resumes
To arrange my schedule to work around a job
Work with Mark Lowther to improve my job skills
Information on future employment
Help finding a job
To see what career suited me best
For job placement
To find a job for my career choice
Advice
Placement assistance
Just for advice
Get a job
Find an employer
Never been to their office
I am one to find out what classes I need to learn to start and run my own business
To decide which accounting program to enter
Looking for a job
To find a job after graduation
Help with class schedules
To try and get into a career I like, and I did
To get my required classes for my major
To see what classes I needed for my career
To help decide what to major in
Job opportunities in Grants
All of my work has been done with Mrs. Chavez-Montoya
Co-op
Testing
Work experience

    b. Were you satisfied with the services you received? 47 Yes 5 No

c. If no, please explain.

I haven't gone yet
No time
Applicant had too many personal problems, but in all fairness I can't complain about the job placement office
Already work full-time and go to school full-time
Haven't needed them yet

3. If there were anything you would change about the career office, what would it be?

Nothing
Not a thing
Nothing
Everything seems fine the way it is
Nothing
Nothing
I would have available the information about scholarships Native Americans can apply for
I didn't know such an office existed
Can't say because I haven't visited with them yet
I haven't been there yet
Nothing
No knowledge in this area
A later math class, like late afternoon
Nothing
It's fine just the way it is
it it not be so busy
Really can't say because I haven't been down for help or anything
Nothing
More advertisements about it
More staff
Nothing
Nothing
Make it bigger, and display more pamphlets, maybe a bulletin board
Not having people walk into the office while you're talking with someone

Advisement Services - Academic advisors provide students with assistance in course selection and placement, degree planning, personal referral, academic progress and financial aid.

1. Did you register prior to the first day of classes (August 23, 1995)? 124 Yes 9 No
If no, why?

Because there was a hold up from Crownpoint JTPA; their paperwork was not processed in time for enrollment, they were late
I was working and didn't know what courses to take that would correspond with my work schedule, now I'm working here on a work-study program to give me the opportunity to learn and study more at home with only a few hours each week as opposed to 40-45 hours a week
W as out of town until the 28th
I was kind of late starting out because I was looking for funding
Because I was unsure whether my pell grant went through or not, but JTPA service helped me get started on the seco week
Was out of town for the whole summer, and the JOBS program were hard to get a hold of

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Just decided to take this class on an impulse
Work!
Didn't know what classes I was going to take

2. What are the strengths of the academic advising process currently in place?

I don't know of any other than Mark Lowther is always available to help with math questions
People are willing to work with you
They take care of all your needs
They are willing to help
They do help you choose your classes and also tell you what classes will help before you take another requirement
Help's not to take wrong class
I like the fact that the counselors help you with the schedule of your classes
I think it works fine
Competent administrators and counselors
They are all the same
Very aware of the policies and systems, etc.
Willing to take their time
That everything said has been done correctly
The fact that the advisors know most of us personally
People come and talk to you and see what's going on and help you
The advisors are very helpful. I received a lot of information
They help you to choose classes
It helps students
They know what is need for enrollment of expected degrees
Help students to select the most beneficial classes in relation to their career goals
The secretaries take care of your questions and needs immediately
Bernadette is very helpful in advising students about their career
The advisor knows what he is talking about
Great one to one. Staff is excellent
They really help you make wise choices for your classes
They are to try and help each student with his/her degree and growth
Don't know
It is fine I think
They help in choosing a career
She gave me good advice in my career field
Most advisors are very helpful
They are very helpful in placing you in the classes you need
I was not advised on taking classes. I just told what I wanted and was registered
Help in setting goals, help in choosing your career plan
Very friendly willing to help in any way
Very thorough job in asking what you want to do
I don't know
Good advisors, good advice
Unknown
No comment
They take time to explain everything in advance before you register
They are understanding
Counselors are willing to help out
Never been to them
They are great

Caring, friendly people
No comment
Proper advising received
They advise you on strong points and academic requirements for degrees
Advisors you have are excellent
Strengths are the advisors and their ability to communicate with students
Accessibility
I have not yet met with an advisor
Mark Lowther is very confidential and understands the student. He explains all matters to me very well and did not leave anything out.
I think they really work with you so you get what you need
Full explanations of classes you are qualified to take as far as what will keep you busy (homework) - appointments - if not made, first come, first serve.
None
All of them.
They take time to make sure you understand what you need to do to reach your goals.
Able to get information quickly
Very helpful in choosing classes and also making any changes
All the staff I have ever dealt with have been very helpful and courteous

3. What are the weaknesses of the academic advising process currently in place?

I have not visualized the weaknesses
None
None
They aren't good at knowing where you are at and if you should take a class you already took
Long lines
Their lunch hours
More advisors needed
Never can find a good time to visit an advisor
No comment
No Mr. Danek
They won't give you enough time and don't answer the questions clearly
Errors are made in calculations in credits that need to be attained
Don't know
Some don't have a clue about the help you are needing or the questions you are asking.
They are not up to date with classes that transfer to UNM. I took classes that they told me would transfer and after I took them they didn't.
Veterans benefits - transferrable credits from the military
They are about the same
Need more hours in a day
The fact that many times they are unavailable or the wait to see one is long
I haven't found anything wrong yet
They need to tell you exactly what you will be needing to take to get your degree
Time availability
I think they should try not to schedule everyone in a tight schedule because the meetings run on and people have thing to do.
They probably are when students drop out of school or stop coming because of other things
Don't know
Everything to me is fine
Not anything yet, but were hard to contact in the middle of registration
Lack of communication in office

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One thing I can think of - I had an appointment and someone needed to see an advisor real quick - but it was not so quick so I saw another advisor
Need more advisors so lines are not so long
I don't know
None that I'm aware of
Not enough class choices
Never been to them
Too few people advising
Advisors are hardly available when you need them

Academic Support Programs - These are programs such as the Tutoring Center, academic workshops or classes offered for credit that focus on improving academic skills.

1. What existing academic support programs do you use? 59 Tutoring Center 3 Workshops 42 Class

    a. What types of service do you normally utilize at the Tutoring Center?

Math assistance
Math tutoring
Math
Accounting
Computers
Computers, help with accounting, type an English paper
Math
Working on the computer, asking for help from the tutors in any class I'm having problems with
Computers
math
Computers
Computers - Z lab
Math and computers
Computer
Math only, I've never liked math, I try to get to know math
Use of computer
Computers
Computer service
The computers and the math tutors
Typing out English papers
computer use
Computer - word perfect - vocabulary English
Math tutoring
Use the Z lab
Computers, math tutors
The computers
Computers
Computers
Math
Math tutoring
Computers and math tutoring
Math tutoring
Math
Computers and the help they give me
Computers

I haven't used any this year, but last year I used the tutoring lab for math
Math
Using the computers for class papers, but a number of people, including myself, don't like going to the Z lab. The workers are often rude and not helpful, except for Marvin Johnson
Computer service
E-mail
The Z lab
Computers
Computers; and the math tutoris help me with my math
The use of computers for class assignments
To get a better understanding of the material
Math
Tutors and the computers
Any tutor available
Computer - Marvin, Paula
Computers
Math

2. What other types of support programs would you like to see?

Better math assistance
Computers that work faster than I can write
English
Car care
Day care
More math tutors available at the tutoring center during the day
More activities and a day care center
Day care center
Just the tutoring center
Day care
I don't know
Alcoholics Anonymous
Continued good work
Spanish/English
Individual tutors for certain subjects
Day care for people that have children
Information on one-on-one tutoring
None
Spanish tutor in the near future
Adjusting to the main campus
Computer Lit and Spanish tutors
Faster computers
More math tutors

3. Do you feel that workshops on study and notetaking skills, time/stress management and test anxiety are beneficial students? 104 Yes 4 No

Would you take advantage of such workshops? 99 Yes 19 No

a. If yes, what days and times are the best for you?

b. What other workshop topics would you like to see offered?

Computers
Teen Parenting
Speed-Reading skills
Math skills, reading skills
Workshops on how to go about filling out applications for various jobs, resumes, meaning what are these employers look for and what type of educational background to have and what is the minimum amount of hours needed if you ar not quite finished with college but could be considered anyway on a workstudy program
How to use a calculator to it's maximum potential
More stress management
Family oriented in relation to school
More building trades workshops
Anxiety courses

Student Organizations and Activities

1. Are you aware of the organizations and clubs at NMSU-Grants Campus? 73 Yes 52 No
If yes, which clubs?

2. Do you participate in any organizations or clubs on campus? 18 Yes 106 No
If no, why not?

Haven't had time to check them out
I really do not have time, and I feel it's for the younger students
Don't have time because I have children
Don't know the clubs or organizations available and what they're about
No time
Mostly female club
I don't have time, I have a family to take care of
Too much homework
I have kids
No free time
Unaware
Don't have too much time
Work part-time, other commitments
I have no child care arrangement during the afternoon's and evenings
Don't want to
Don't know much about them
No time
Not yet
No time
Do not have time
Too busy, home, family, homework
I need extra time for my family
Not aware of all of them
Because I work full-time
No time available
No time
Don't have enough time
Don't have time, with working and going to school full-time
I don't know how to contact them

I don't know they exist
I'm not aware of any I'm interested in
No time
Busy time schedule
Do not have time
I don't have a full-time babysitter, usually I can't afford it
Don't have time
Because of homework, and work itself, to pay for my classes
Haven't gotten acquainted with them
Don't have time
Don't know any

3. What activities would you like to see available for students?

Girl watchers club
I'm working on that
Any and all
Sports activities (basketball, volleyball)
Sports
Weightlifting
More self-defense on weekends
A tour for students to see how state employees, county, or city employees work. This would be for SA students
Recreational, outside
Tennis, hiking
Track
Intammurals
Continue the ones in place
Something for older students
Something for different cultures; Hispanic
Recreational
I think everything is in order
Maybe once-a-month activities for all students at NMSU
Activities are already being held
More animal stuff
All kinds of clubs
Math activities for students who aren't as high in math, i.e., Math 113, 114

** Please add any further comments that you feel would be beneficial

Please call SIPI for further information on how to obtain more free scholarships for minorities, that's how I got my information

Everything here is fine

I enjoy going to school here at Grants, I hope to accomplish my goals. The instructors are willing to help out the students any way they could

The staff and teachers here are very friendly. I enjoy attending this school

I think they should have more dance classes (ballet, jazz, and modern dance, etc.)

I think this college should offer more classes for Nursing. I am going for nursing and after my pre-requisites are done, have to drive to Gallup to finish my school.

I have heard that a day care center will be here on campus in January. I think that's great.

PLEASE RETURN THIS SURVEY TO THE BOX IN THE FRONT OFFICE BY FRIDAY, SEPT. 29TH

ALPHA RETREAT

FUTURES 2000

February 2, 1996

Cecelia Perrow
Mike Simpson
Bernadette Montoya
Ida Chavez
Mike Toler
Dick Danek
Ron Jernigan
David Leas

New Mexico State University at Grants

February 2, 1996

ALPHA RETREAT
FUTURES 2000

INTRODUCTION

The Alpha group met on Friday, 2 Feb 1996 to develop a vision statement for NMSU-Grants for the year 2000. Members present were Cecelia Perrow, Mike Simpson, Bernadette Montoya, Ida Chavez, Mike Toler, Dick Danek, Ron Jernigan, and David Leas. After warm-up exercises, the group turned its attention to defining vision concepts for various aspects of the college. Rules for the day included using humor, looking for opportunity, and eliminating negative thinking. Ron Jernigan won the award for the best joke of the day.

Results

By the year 2000, the group envisions a series of accomplishments for NMSU-Grants:

1. NMSU-Grants would known throughout the county and the state as a model community college for its facilities, for its focus on student academic achievement and for its positive relationships with the people of the service area.

2. Concurrent enrollment of high school students would exceed 100 students; an excellent program in building trades would include electrical trades and plumbing. Relationships with local industry would expand so that the college would be providing tailor-made programs for such industries as prisons and the power plant.

3. The college's services to students would be enriched, including expanded bookstore and food services, expanded elderhostel offerings to include local residents, greater ABE and ESL offerings, and perhaps dormitories for elderhostel students and other students.

4. Campus self-improvement activities would include training related to attitudes, issues and technology, continued self-assessments activities, and overall improvement of the quality of instruction.

5. A continuing education center would be formed to incorporate teleconferences, short courses, elderhostels, and non-credit computer training as well as training for industry. Any dorms which were constructed might be part of this concept.

6. New instructional arenas might include such areas distance education, contract automotive training, and additional low stress short courses.

The group established focus priorities for itself and for the campus director.

Priorities for Alpha Group

1. Improvement of quality of instruction.
2. Improvement of student retention.
3. Development of the campus reputation.

Priorities for Campus Director

1. Facilities development including publishing a new facilities master plan.
2. Improvement of campus reputation.
3. Improvement of student retention.

COLLEGE ASSESSMENT AND PLANNING PROCESS

OUTCOMES
of the first cycle of the CAPP
1994-96

New Mexico State University at Grants
David Leas, Campus Director
June 1996

NMSU-GRANTS

COLLEGE ASSESSMENT AND PLANNING PROCESS

1994-96

INTRODUCTION

In 1994, NMSU-Grants published its first College Assessment and Planning Process document. The process, now called CAPP, framed a two-year cycle during which assessment activities were combined with strategic planning, budgeting, and institutional improvement activities.

The process produces four Action Plans for specific functional areas: Instruction, Institutional Support, Student Services, and Institutional Outreach. In addition to the Action Plans of the functional areas, the process produced an Institutional Action Plan. These Action Plans, including the April 19, 1996 Institutional Action Plan, represent a comprehensive strategic blueprint for Institutional improvement.

This document is the final report of the first two-year cycle (1994-1996) of the plan. The Action Plan results will be reported at a later date.

RESULTS OF THE INSTITUTIONAL FOCUS GROUPS

The final focus group meeting of the 1994-96 College Assessment and Planning Process (CAPP) was held on April 19,1996. Nearly all regular college employees were in attendance, along with representatives from the community and the student body. The preparation package, including the agenda, are shown in Attachment 1. This preparation package was sent to attendees approximately two weeks prior to the meeting.

Following a working luncheon, the group developed a list of institutional strengths. Small groups were then formed to begin processing a list of Institutional concerns. The list of institutional strengths and concerns is presented in Attachment 2. The small groups reconvened to begin working on an Action Plan to address the Institutional concerns. Time ran short; therefore, the task was not completed, and subsequent work by the Alpha group was required to complete the Action Plan. A draft of the completed Action Plan was circulated to all attendees for review and input. The completed Action Plan is shown in Attachment 3.

FUNCTIONAL AREA FOCUS GROUPS

In preparation for the April 19th Institutional Focus Group Process, four focus groups conducted functional area assessment activities. These groups were:

Instruction – Dr. Cecelia Perrow, Chair;

Institutional Support – Ms. Ida Chavez, Chair;

Student Services – Ms. Bernadette Montoya, Chair;

Institutional Outreach – Dr. Mike Toler, Chair.

In accordance with the published CAPP process, each of these Functional Area Focus Groups developed statements of strengths and concerns related to their specific areas. In addition, each Functional Area Focus Group produced an Action Plan related to the specific area of concern. Summaries of the results of these Functional Area Action Plans are found as follows:

Instruction – Attachment 4

Institutional Support – Attachment 5

Student Services – Attachment 6

Institutional Outreach – Attachment 7

ACCOMPLISHMENTS OF INSTITUTIONAL PURPOSES

A very important aspect of the CAPP package, is that, at the conclusion of a two-year cycle, the College may utilize its results to review accomplishment of Institutional Purposes during the two-year cycle of the process. This section of the report comments on the nature and degree of accomplishment of Institutional Purposes as seen from the focus of the CAPP process.

NMSU-GRANTS MISSION STATEMENT

The mission of New Mexico State University-Grants Campus is to provide quality instructional and supportive programs at the lowest feasible cost to persons within Cibola County. These will be provided to eligible persons without regard to age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status.

To accomplish this, NMSU-Grants Campus will focus on the following:

1. **Improve Instruction.**
   a. A variety of assessment activities have been employed to study student academic achievement and quality of instruction.
   b. Assessment activities have been implemented to evaluate the effectiveness of degree and certificate programs.
   c. A strong professional development program has been implemented for and by faculty.
   d. A strong technology support base has been provided for instructors who wish to employ it.
   e. Adult Basic Education has been reorganized to provide greater outreach and more effective services.

2. **Improve Curriculum.**
   a. Environmental scanning assessment projects have been employed to study community post-secondary educational needs.

b. Direct partnership activities with local employers have been used to develop industry-specific courses and programs.

c. Employer satisfaction surveys have been completed.

d. Program assessment activities have been employed to review the effectiveness of various instructional programs.

3. **Improve The Transfer Process**

   a. Negotiations with other institutions have been conducted to facilitate efficient transfer of courses.

   b. The State of New Mexico has sponsored negotiations among the state's institutions of higher education to facilitate articulation activities, including a 35 credit hour core of mutually acceptable general education courses. NMSU-Grants has participated in these negotiations and in the resulting agreements.

4. **Improve A Comprehensive Student Support Program.**

   a. Advisement procedures have been reviewed and revised.

   b. A retention program is being designed by Student Services.

   c. A Tutoring Center for Learning Assistance has been put in place.

   d. New student activities have increased student participation and interest.

   e. There has been more student job placements and co-op activities.

f. A child care facility for children of students was put in operation during the Summer of 1996.

5. **Improve Local Economic Development.**

   a. The Small Business Development Center (SBDC) continues to provide very effective assistance to new and ongoing businesses.

   b. College employees participate in a wide variety of activities and organizations in the community to foster economic development.

   c. Custom tailored training is provided to employees of local businesses and organizations.

   d. The Branch's Elderhostel program continues to bring significant numbers of senior students into the community for week-long visits.

   e. The staff has been involved in such projects as renovation of the city's Route 66 thorough fare and economic development activities.

   f. Branch personnel are working with planners of a new observatory to provide educational resources for the project.

6. **Improve Administrative Support.**

   a. Assessment of various aspects of administrative support has provided a number of ideas for improvement of such support.

b. The CAPP process provides a cyclical all-encompassing process for combining assessment activities with strategic planning and institutional improvement.

c. New courses have been taught at many sites off campus.

d. An on-line process has been implemented for admissions, registration and student accounts receivable.

e. The college's administrative computer network has been upgraded.

7. **Improve Physical Plant and Operations.**

   a. The heating and air conditioning systems have been rebuilt and automated.

   b. Access roads and parking lots have been repaved.

   c. A new child care facility has been added to the campus.

   d. New classrooms and offices have been constructed.

   e. A new bookstore has been built.

   f. A snack bar has been added to the campus.

   g. The Branch's Five Year Facilities Master Plan has been revised and updated.

ASSESSMENT OF THE CAPP PROCESS

Following the first two-year cycle (1994-96) of the CAPP process, the Alpha group met to review the CAPP process itself. Following the CAPP format, the group developed lists of strengths and concerns related to the CAPP package. In addition, the group suggested several ways in which CAPP could be improved for its second cycle. The results of this process are presented below.

Strengths of the CAPP

1. The CAPP process provides a structure for continuous Institutional assessment and improvement.
2. Nearly all regular employees as well as part-time employees, students and community representatives are encouraged to participate in the process.
3. CAPP allows for both quick fixes and improvement generated by strategic planning.
4. The process incorporates various means of assessment in a process that includes budgeting, strategic planning, and institutional improvement.
5. The two-year cycle of CAPP is frequent enough to provide ongoing input yet not so frequent as to wear participants down.

Concerns of the CAPP

1. There is no external evaluation process for CAPP.
2. Closure to the process should be faster.

3. Comprehensive participation by staff, particularly classified staff, was not always achieved.
4. The process is difficult for some people to understand.
5. Part-time faculty participation was minimal.
6. More time was needed for the institutional planning part of the process.
7. More student participation would be desirable.

Suggestions for Improving CAPP

1. Additional training is needed for some focus group leaders.
2. Schedule group activities more carefully to optimize attendance.
3. Allow for longer meeting times.
4. Greater dissemination of focus group results would be desirable.
5. Stay closer to time lines.
6. Design an external assessment strategy.

NMSU-GRANTS COMMUNITY SURVEY
SPRING 1996

INTRODUCTION

NMSU-Grants conducted a random sample telephone survey of 50 Cibola County residents, listed in the 1996/97 U.S. West Directory, during the Spring 1996 semester. The purpose of the survey was tomeasure the community's perception of the Grants Campus and to learn how we could improve our services. The instrument used is shown in Attachment 1.

RESULTS

Of the 50 people surveyed, 35 responded that NMSU-Grants came to mind first when thinking of a college or university education. Twenty-one had attended the Grants Campus, while 23 had a family member attend NMSU-Grants. The average rating for the quality of instruction and service received at the Grants Campus was excellent. On a scale of one to five (five being high), the mean rating of quality of instruction and service was 4.6. Of the 50 surveyed, 13 reported that a family member planned to take college level classes in the next 12 months. When asked what particular area they were interested in, by far the largest number (13) named computer classes.

The 50 people surveyed, generally rated NMSU-Grants Campus as inexpensive, providing good service, a convenient location, high quality of instruction, friendly, and easy registration. The most highly rated aspects of the Grants Campus were location and being close to home (19) and small classes (5).

When asked how the campus might be improved, the respondents suggested with more graduate classes (4), RN program (3), bachelors degree programs (2), and more night classes (2).

When asked what time of year, day, and time were best for the sample to take classes, the frequent response was fall semester (17), spring semester (12), anytime (6) and, summer (1). The most favorable times for classes identified by respondents were Monday through Friday (11), Monday through Thursday (7), Saturday or Sunday (0), or anytime (8), 10 - 12 a.m. (15), 5 - 10 p.m. (13). See Attachment 2 for the results of this survey.

BEST COPY AVAILABLE

ATTACHMENT 1

COMMUNITY TELEPHONE SURVEY
FOR
NMSU GRANTS CAMPUS

Identify that you are with NMSU-Grants Campus

We are conducting a Random Sample Telephone Survey of Cibola County Residents to measure the community's perception of the Grants Campus and to learn how we could better serve you.

Do you have 5 minutes to answer 10 questions? Yes – Proceed with questions. No – When would be a better time to call back?

1. When you think of college or university education, which school comes to mind first?

   _____

2. Have you ever attended the NMSU Grants Campus? Yes__ No__

   Has a member of your family ever attended the NMSU Grants Campus? Yes__ No_
3. On a scale of 1 to 5 (1 being low, 5 being high) how would you rate the quality of instruction and service you received at NMSU-Grants?

   RANK:

4. What is the best thing about NMSU-Grants?

5. Is there a particular area you are interested in?

6. Are you or any member of your family planning to take college level classes in the next 12 months? Yes__ No__

   If so, what school(s) are you considering and Why?

7. How could NMSU-Grants be improved to better serve you?

8. To the best of your understanding, please rate NMSU Grants Campus:

Inexpensive	Expensive
Good Service	Poor Service
Convenient Location	Inconvenient Location
High Quality Instruction	Poor Quality Instruction
Friendly	Unfriendly
Easy Registration	Difficult Registration

9. Where do you recall seeing or hearing information regarding NMSU Grants Campus?

_____

_____

_____

10. What time of year is best for you to take classes:

Fall Semester__
Spring Semester__
Summer Session__

What time and day is most convenient to take class?

A. Monday Tuesday Wednesday Thursday Friday Saturday Sunday

B. 7 - 10 a.m. 10 - 12 a.m. 12 - 3 p.m. 3 - 5 p.m. 5 - 10 p.m.

Would you like someone from the College to call you concerning your interests in our programs? If YES —

NAME_____

PHONE #_____

ATTACHMENT 2

COMMUNITY TELEPHONE SURVEY
FOR
NMSU GRANTS CAMPUS
(Tally, N = 50)

Identify that you are with NMSU-Grants Campus

We are conducting a Random Sample Telephone Survey of Cibola County Residents to measure the community's perception of the Grants Campus and to learn how we could better serve you.

Do you have 5 minutes to answer 10 questions? Yes -- Proceed with questions. No -- When would be a better time to call back?

1. When you think of college or university education, which school comes to mind first?

   NMSU-Grants 35
   UNM-Albuquerque 8
   NMSU-Las Cruces 2
   Western New Mexico University 1
   Highlands University 1
   Prescott Univ, Az 1
   Colorado School of Mines 1
   University of Wyoming 1

2. Have you ever attended the NMSU Grants Campus? Yes 21 No 29

   Has a member of your family ever attended the NMSU Grants Campus? Yes 23 No 27

3. On a scale of 1 to 5 (1 being low, 5 being high) how would you rate the quality of instruction and service you received at NMSU-Grants?

   RANK: 4.6

4. What is the best thing about NMSU-Grants?

   Close to Home 19
   At Home 5
   Convenient 4
   Small Classes 3
   Good Teachers 3
   Low Tuition
   Trys to meet needs
   Helpful
   Self-Paced Math Classes
   Computers
   Library

5. Is there a particular area you are interested in?

Computers 13
Transfer classes
Automotive classes
Attend the Plays
Masters in Education
Spanish Class
Library for self-motivated research
Business classes
Non-credit classes
Nursing

6. Are you or any member of your family planning to take college level classes in the next 12 months? Yes 10 No 20

If so, what school(s) are you considering and Why?

Grants Campus 13
NMSU-Las Cruces 2
Grants then transfer to UNM-Albuquerque
T-VI Albuquerque
San Juan College

7. How could NMSU-Grants be improved to better serve you?

Offer Graduate classes 4
Offer RN program 3
Offer more night classes 2
Offer 4-year degrees 2
Lower tuition
Audit fee is too high
Great Now
Newer welding equipment

8. To the best of your understanding, please rate NMSU Grants Campus:

Inexpensive (23)
Good Service (24)
Convenient Location (24)
High Quality Instruction (24)
Friendly (24)
Easy Registration (24)
Expensive (1)
Poor Service
Inconvenient Location
Poor Quality Instruction
Unfriendly
Difficult Registration

9. Where do you recall seeing or hearing information regarding NMSU Grants Campus?

Another Person 12
Newspaper 10
Schedule 9
Brochure 2
Channel Ten 2

10. What time of year is best for you to take classes:

Fall Semester 17
Spring Semester 12
Summer Session 1
Anytime 6

What time and day is most convenient to take class?

Monday through Friday 11
Monday through Thursday 7
Tuesday/Thursday 2
Monday/Wednesday 0
Saturday or Sunday 0
Anytime 8

7 - 10 a.m. 2
10 - 12 a.m. 13
12 - 3 p.m. 3
3 - 5 p.m. 0
5 - 10 p.m. 13

Would you like someone from the College to call you concerning your interests in our programs? If YES —

NAME_____

PHONE #_____

Nursing 3
GED 1